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AUTHOR Singhal, Meena
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ABSTRACT

A study examined the types of reading strategies emergent readers used as they read to make sense of the text. In addition to data obtained for the children's oral readings, a reading strategy classification scheme, Strategy Type Strategy Behavior (STSB), was employed to identify the types of strategies the children were using on this task. Subjects were three bilingual children who speak both Arabic and English (two females, one nearly three and the other four years old, and one four-year-old male). The children chose "Goldilocks and the Three Bears" to read, which they had all heard at home before. Results indicated that the older girl appeared to be sharing the story with the researcher and engaging in more reading type behaviors. The male child's reading was overall less sequential than the older girl's and his attempts at reading can be described as (1) labelling and commenting, and (2) following the action. Findings suggest that the older girl employed cognitive strategies such as predicting, paraphrasing, using contextual clues; metacognitive strategies such as self-monitoring and self-correction; and made use of memory strategies such as word associations and background knowledge. The male used similar strategies but fewer textual, cognitive, and metacognitive strategies. While the younger girl's reading was contextually weak (her utterances did not always relate to the context or the pictures in the book), she did employ contextual clues or cognitive strategies on various occasions. (Contains a figure, a table of data, and 13 references.) (CR)

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# *The Emergent Reading Behaviors and Strategy Use of Three Bilingual Children on a Storytelling Task: A Case Study*

*Meena Singhal*

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## INTRODUCTION

Children who learned to read before formal instruction have often been described as "teaching themselves to read" from favorite story books. Parents will often recall their children asking them to read a favorite book over and over. Often children will correct parents when they have deviated from the text, and they will often "read" to themselves, siblings, dolls or even pets. It has not been until recently; however, that researchers have actually studied the behaviors that can be observed during story book reading. The previous research in this area essentially falls into two categories. Interactional research focuses on the parent-child or teacher-student interactions with story book reading. These investigations examined both the linguistic and non-linguistic interactions between individuals when reading storybooks together (Cochran-Smith, 1984; Green & Harker, 1982; Ninio, 1980; Sulzby & Anderson, 1982). The second type of research relates to a child's own reading attempts and independent functionings (Haussler, 1982; Rossman 1980; Sulzby, 1981). Some of these studies showed that when children read the same text again and again, their reenactments began to sound more like the actual text. For the most part, research has shown that young children's emergent storybook reading is an essential part of literacy development, and that children should have the experiences of both being read to, and reading themselves. While much of this research has analyzed content in terms of theoretical considerations about general and language development, few investigations have carefully examined the emergent reading behaviors of children in terms of strategy use.

The following study was undertaken to specifically examine the types of reading strategies emergent readers were using as they read in order to make sense of the text. In addition to data obtained from the children's oral readings, a reading strategy classification scheme (STSB) was employed to identify the types of strategies the children were using on this task. More specifically, the following questions were addressed: Do preschool-aged children demonstrate the use of strategies or employ strategies as they engage in pre-emergent storybook reading? Is the proposed classification scheme precise enough to describe children's storybook reading? Does the STSB scheme describe the same child's storybook reading with some degree of consistency? Does it distinguish between children of different ages in such a way as to indicate a developmental progression? Do there seem to be any age-related differences in terms of strategy use on such tasks?

## METHOD

### Subjects

The subjects who took part in this project included three bilingual children who speak both Arabic and English. The two female children in the study included Danya, who is 2 years and 10 months old, and Layal who is four years old. The male child in the study, Ziad, is also four years of age. Layal attends a

half-day bilingual French and English preschool and Ziad attends a half-day English preschool. Because the parents of the children speak Arabic and English, both Layal and Ziad can converse in both languages. Danya, the youngest child, comprehends Arabic and English and her language development at this point in time indicates that she too will become "verbally" bilingual.

**Procedure**

In order to obtain information on the children's emergent reading behaviors, information on each child was collected individually. Each child was asked to select a favorite story book. Although none of the children are actually able to read at this point in their literacy development, they were asked to "read" the book to the researcher. If a child stated that he or she was not able to read, the researcher simply asked the child to pretend that they could read. The whole idea for using such a procedure was to encourage the child to engage in a "complete reading" of the texts from beginning to end.

Each child read their favorite storybook. The researcher did not question or stop the child while reading so as not to disrupt the child's flow of thoughts and ideas. If a child paused for a long period of time, the child was simply encouraged to keep on reading. If the researcher was not able to comprehend the child's words, questions about the text were asked to clarify their reading of the book. This was done to further elicit the types of strategies the children were using and to obtain further information about their reading behaviors. The entire sessions were audiotaped and transcribed. As the child was engaging in the reading, notes were taken during each session. Such written notes recorded the non-verbal behaviors displayed by the child and other information considered to be relevant to the interpretations of the findings.

**ANALYSIS**

Each child's reading as evidenced by the transcripts, was analyzed for both content and strategy use. The content of a child's reading was categorized as being "contextually appropriate" or "contextually weak." A reading was considered to be "contextually appropriate" when the child's utterances related to the pictures in the story and the reading was text-dependent. Any plausible series of statements that could be inferred from the pictures was considered to be appropriate. If, however, a child's utterances or reading did not relate, or rarely related to the context and pictures presented in the book, the reading was described as being "contextually weak". Their reading was also categorized as being a "story reading", "descriptive reading", or an "isolated reading." If the researcher could understand a complete story in which the child delivered information about the text by using the information available to them, such as pictures, and if the story had an identifiable beginning, middle, and end, the reading was considered to be a complete "story

reading". If the child inferred "somewhat" of a story, even though the story was mostly a description of the pictures that presented the story in a disjointed manner, the reading was categorized as being a "descriptive reading." Lastly, if the child told a story that did not relate to the context or rarely related to the context, was disjointed, and did not contain a clear beginning, middle, and end, the story was considered to be an "isolated reading."

The transcripts were also analyzed in order to determine which strategies the children were using on this task. The "Strategy Type+ Strategy Behavior" (STSB) classification scheme I have compiled based on the previous work in the area of learning strategies, was used in order to describe their strategies. The STSB scheme pertains specifically to reading/comprehension strategies and was utilized to code their reading behaviors and use of strategies. Although numerous classification systems of strategies have been proposed, many studies use such terminology inconsistently. For example, a strategy described as cognitive in one study, may be defined as a metacognitive strategy in another study. Furthermore, studies will often refer to cognitive, monitoring, and social strategies without considering the range of strategies readers actually use. For this reason, it was felt a more detailed classification system was required. In order to facilitate interpretation of the results, a brief description of the STSB is provided. Cognitive strategies are used by learners to transform or manipulate the language. In more specific terms, this includes note taking, formal practice with the specific aspects of the target language such as sounds and sentence structure, summarizing, paraphrasing, predicting, analyzing, and using context clues. Techniques that help the learner to remember and retrieve information are referred to as memory strategies. These include creating mental images through grouping and associating, semantic mapping, using keywords, employing word associations, and placing new words into a context. Compensation strategies include skills such as translating, inferencing, guessing while reading, or using reference materials such as dictionaries. Metacognitive strategies are behaviors undertaken by the learners to plan, arrange, and evaluate their own learning. Such strategies include directed attention and self-evaluation, organization, setting goals and objectives, seeking practice opportunities, and so forth. In the context of reading, self-monitoring and correction of errors are further examples of metacognitive strategies. Learners also use affective strategies, such as self-encouraging behavior, to lower anxiety, and encourage learning. Social strategies are those that involve other individuals in the learning process and refer to cooperation with peers, questioning, asking for correction, and feedback; for example, while reading, a student may ask another individual for feedback about his/her reading responses. Lastly, textual strategies refer to the reader's ability to form judgments and evaluations about the text, and the ability to make connections to other events and situations.

Figure 1

## RESULTS AND DISCUSSION

All three children, Layal, Ziad, and Danya chose "Goldilocks and the Three Bears" to read as their favorite story book, although Ziad's version was a more recent one with a somewhat different plot. Because these texts were in the children's homes, they have encountered the story before. In other words, they have

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had some opportunities in the past to have the story read to them by their parents and have seen the pictures prior to this reading task. As stated, Layal read "Goldilocks and the Three Bears." This is one of her favorite storybooks and so she self-selected this particular text. Layal gives the following reading of "Goldilocks and the Three Bears."

-1. Daddy bear and Mommy and Baby bear havin' a walk in the woods.
-2. Oh, a little blond girl lookin' on the house.
-3. Little girl went in the house. She tries porridge.
-4. She tries the chair. It was too, too high. It broke.
-5. She went to the bedroom. She tries the bed. It was - wasn't con-con- con-torble.
-6. She tried baby's chair. It broke.
-7. She tried Daddy's - Daddy not - Daddy's bed. It was too hot. She tried baby's bed. It was just right!
-8. Daddy bear said, "Who ate my porridge?" Mommy bear said, "Who ate my porridge?"
-9. Baby upset because they broke this chair. "No, no, no, no!"
-10. Daddy bear said, "What sat on my chair?" Mommy bear said, "Who sat on my chair?"
-11. Mommy makin' lunch for Baby bear, Daddy bear, and Baby bear.
-12. Mommy bear and Daddy bear, and Baby bear are so surprised because
-13. they found a little girl in. Daddy bedroom, Mommy bedroom, baby's bedroom.
-14. The End!

As Layal continued with her book, she created a story-like sequence which resulted in her reading being classified as "story reading" because a listener can understand a complete story which is context-dependent. Layal also delivers the story in story-telling intonation She changes her voice when uses dialogue to express what a particular character is saying and her intonations indicate questions, declaratives, and orders. Layal's syntax and phrases are also appropriate and although her sentences are short and independent clauses are not connected by conjunctions, there is still a sense of continuity because each idea leads into the next idea or thought.

Before reading the story, the researcher asked Layal what she thought the story was going to be about. She stated that it was about a girl and three bears. When asked how she knew that information, she stated that she had read the story before. It is evident that her mother had previously read the story to her, but Layal was nonetheless able to employ both background information and memory strategies such as past associations to make connections to this text. It is also interesting to note that she uses a very similar rhetorical pattern when telling the story. She is aware of the repetitive pattern in the story and attempts to use it herself. For example, she repeats words and phrases that are typical of "Goldilocks and the Three Bears." She states, "Dadddy bear said, 'Who ate my porridge?' Mommy bear said, 'Who ate my porridge?' The actual text reads, "Someone's been tasting my porridge! growled Father Bear. And someone's been tasting my porridge! grumbled Mother Bear." Layal almost reads a verbatim-like story which demonstrates her awareness and partial memory of the text. While some may characterize this type of reading as

effortless rote-reading, Layal views this text as a whole, or complete unit of discourse with specific patterns that need to be told in a very specific and organized manner. In her story reading, she tried to preserve that overall repetition and pattern. Her awareness and analysis illustrate the use of both memory strategies, and cognitive and higher-order thinking skills. She also employs metacognitive strategies in that she is able to distinguish between important and less important information and reveals only relevant information in her reading. She also monitors her reading to correct her own errors. For example, when she says, "Daddy's , Daddy not -", she realizes that she must correct this phrase in order to retain the syntactic structure and meaning so she self-corrects and eventually says, "Daddy's bed."

Ziad also chose "Goldilocks and the Three Bears" to read as his favorite storybook; however, his book was a newer version of the story. It is interesting to note the differences between Layal and Ziad's reading. While Layal appears to be sharing a story with the researcher and engaging in more reading-type behaviors, Ziad's ideas while "reading" are more disjointed and he often digresses from the story itself and begins to provide more of a descriptive reading in that pictures on each page are sometimes described in isolation from each other.

-1. Goldilocks and the Three Little Bears.
-2. He's sleepin' with the three little bears. Sleepin' behind the tree. She put her head right here (pointing).
-3. She run - run! These read flowers are small and three little bears. I said three little bears!
-4. I want to see which door is it. That one - the purple. I saw which color - brown, red. She wants to see if
-5. somebody's in or not.
-6. She knock on the door and nobody's here and then she sees some food with soup and with a bottle.
-7. Even that's a soup.
-8. Where's the tea? (asking himself). Do you know where's the tea? (asking the researcher).
-9. Chai (Arabic word for tea). Chai looks like that.
-10. And there's a spoon and one more spoon here.
-11. Then she drinks the soup. The bears always hungry. Real bears going.
-12. The chair. She sit on it with one teddy bear.
-13. She fall down. The chair broke. The little bears fall.
-14. They want to go upstairs and see her room.
-15. The three little bears sleep and then three little bears over here. One here and one here and one here.
-16. The bear on the floor. There's a pillow down on the floor.

It is evident from the transcription above that Ziad's story-reading is characteristically different from Layal's. Layal provided information that would be typical of an actual reading. For example, she described a series of events in that took place in the story. Ziad attempted to do this at various places in the story, but then he began to include less relevant information. Overall, his reading is much less sequential than Layal's. His reading attempts can be categorized into two domains as Sulzby (1985) employs: a) labeling and commenting, and b) following the action. In each case, the listener would be unable to infer a story from the child's speech. Rather the child's speech is a response to the discrete page. As in this case, the

language is not unified in such a way that it can be understood as a complete whole story. Ziad often pointed to pictures and objects on the page and then provided its name and a description. For example, he states, "These red flowers are small and three bears. I said three little bears...That one - the purple. I saw which color - brown, read. ...And there's a spoon and one more spoon here. ..There's a pillow down on the floor." As Sulzby (1985) points out typically children whose reading attempts follow this pattern, employ gestures to accompany their responses. Similarly, Ziad often pointed to objects and used his hands to indicate the size of objects. The second category which if often present in children's reading attempts occurs when children follow actions as they appear in the story. Typically their speech is accompanied by actions or hand movements that trace actions in the pictures on the page. Ziad, for example, states, "She run - run! She wants to see if somebody's in or not. She knock on the door and nobody's here and then she sees some food.... Then she drinks the soup." Verbs used in this type of story reading are typically present tense or present progressive (Sulzby, 1985). Ziad employs the simple present for the most part when telling the story and on various other occasions, the present progressive is used. In contrast, Layal's reading includes more past tense verbs. Layal employs the present progressive when she describes what the characters are doing according to the pictures. However, when she states what each of the characters said, she appropriately employs the simple past. Ziad's reading therefore can be categorized as a "descriptive reading", while Layal's text reading as stated, is a "story reading." Both children's reading; however, is contextually-appropriate since both children do make plausible statements based on the illustrations provided in the text.

Another difference that emerged between Ziad and Layal's reading was the use of dialogues in the story telling. Layal employed dialogue when telling the story and informed the listener about what each character said in the story. For example, she says, "Daddy bear said, Who ate my porridge? ...Baby upset because they broke this chair. No, no, no, no!" She also made use of intonation as she read and the listener could clearly distinguish the difference between a declarative statement, an imperative, and a question through her intonation and expression while reading. She also changed the tone of her voice when speaking in the different bears' voices. For example, her voice became low and heavy when she took on the role of the father bear and when she spoke in the baby bear's voice, her pitch became much higher. Layal is able to interpret the text and through dialogue and intonation can emotionally react to the text. She imitates the repetition in the text which shows that she is aware of rhetorical patterns in the text due to her previous readings indicating her use of textual strategies. Overall Layal employed cognitive, strategies such as predicting, paraphrasing, using contextual clues, metacognitive strategies such as self-monitoring and self-correction, and could distinguish relevant from less relevant information. She also made use of memory

strategies such as word associations and background knowledge. Ziad also used similar strategies but fewer textual, cognitive, and metacognitive strategies.

Danya, who is 2 years and 10 months of age, read the same book as Layal. Her reading was as follows:

-1. Drink the water.
-2. Sitting on the chair.
-3. She's cleanin' the dishes.
-4. Having a par- Having supper.
-5. They are sittin' on the chair.
-6. That's me (She points to a picture of a bear). No!
-7. Daddy bear's readin' the book.
-8. Mommy bear havin' basket.
-9. Sister bear havin' basket and Daddy bear havin' a basket.
-10. He washing the dishes.
-11. Daddy bear ( ) outside.
-12. They're - everybody is having a picnic.
-13. Everybody is going - Daddy bear - police is coming.
-14. Now they're in the mahal.
-15. Went to the destaurant. They went in the restaurant.
-16. Is Mommy. Is Daddy. It's me. No.
-17. Brother bear.
-18. They go to the mahal.

Danya's reading can be classified as an "isolated reading" because the researcher was not able to understand a complete story from her reading. Overall, her reading was also "contexually weak" because her utterances did not always relate to the context or pictures in the book. For example, in lines 1 and 2 her descriptions do not match the illustrations in the text. She states, "Drink the water. Sitting on the chair" but in the picture, the three bears are taking a walk. In the next picture, Goldilocks is looking inside the house, but Danya says, "She's cleaning the dishes." Rather than relying on context clues, she seems to remember parts of the story from previous readings and includes them in her storytelling. She is therefore using associating strategies, but using them ineffectively in this case. On page 3 of the text, Goldilocks is tasting the porridge. Danya says, "Havin' a par - Havin' supper. It is interesting to note her self-correcting behavior here as she corrects her pronunciation of the word supper. On two other occasions she points to Goldilocks and the bear and says, "That's me," or "It's me." She then corrects her statements and says, "No." Later when she states the bears are at a "destaurant" she again monitors her pronunciation and repeats the word correctly as "restaurant."

Danya does employ contexual clues or cognitive strategies on various occasions however. For example, on page 6 of the story, the bears are looking at their bowls of porridge. Danya says, "Mommy bear havin' basket. Sister bear havin' basket and Daddy Bear havin' a basket. Given the picture, this is

contextually appropriate. She does not correct her pronunciation of the word "basket" because this refers to "breakfast" and she most likely perceives that her pronunciation is correct. She does seem to have the appropriate concept in mind despite the fact that she cannot articulate the word. In another picture when the father bear is holding a newspaper, she says, "Daddy bear's readin' the book." Here it is interesting to note her pattern of repetition which indicates her association to her past occurrences with the story. She also refers to the bears as Mommy bear and Daddy bear just as Layal and Ziad, so she is able to use her memory association and strategies and background knowledge to do so. In terms of her repetition, Danya does seem to be aware that such a rhetorical pattern is present in the story and she attempts to include this in her story book reading.

At one point, the bears are in a bedroom looking at Goldilocks who is fast asleep in a bed. There are a number of items and objects in this illustration so Danya describes the bears as being in a store (mahal), the Arabic word for store. Her conclusion is somewhat feasible given the illustration. She does not know the English word for "store" so she uses the Arabic word, again indicating her use of association strategies and background knowledge. She seems to use translation as a compensation strategy. Similarly, Ziad also used an Arabic word, but on that occasion it was to clarify the concept for the listener.

In terms of the structure of Danya's story reading, she seems to employ the simple present or present progressive for the most part which is similar to what Ziad does. Sometimes, she omits pronouns and auxiliaries as well, which is typical for her stage of language development. As previously stated, in general, her reading is "contexually weak" at times, and "isolated" in that events are disjointed. She does; however, use cognitive, metacognitive, memory, and compensation strategies throughout her reading. Table I below summarizes the reading behaviors and strategy use of the three children. From the information provided, it is clear that the children do differ in their storytellings/readings. Layal seems to employ a wider range of strategies and also seems to use them more effectively and more frequently than the other two children. While Ziad employs more strategies then Danya, their readings also share similar characteristics.

**Table I: Reading Behaviors and Strategy Use by Children on the Storytelling Task**

| | **Layal**<br>**Age 4** | **Ziad**<br>**Age 4** | **Danya**<br>**Age 2 yrs 10 mo.** |
|---|---|---|---|
| **Reading: Contextually Appropriate** | Yes - her utterances relate to illustrations | Yes - his utterances relate to illustrations | Partly - sometimes utterances relate to illustrations |
| **Description of Overall Reading** | Story Reading<br><br>Story reading has a characteristics of a complete story with an identifiable beginning, middle, and end.<br>Sequential in terms of events/plot | Descriptive<br><br>Somewhat like a story.<br>Often disjointed and no clear beginning, middle, or end.<br>Less sequential in terms of events/plot. | Isolated<br><br>Not a complete story.<br>Disjointed.<br>No clear beginning, middle and end.<br>Not sequential in terms of events/plot. |
| **Cognitive Strategies** | Uses illustrations.<br>Paraphrases<br>Uses context clues effectively | Uses illustrations (context clues) but less effectively. | Sometimes uses illustrations (context clues). |
| **Metacognitive Strategies** | Relevant information included in storytelling.<br>Can distinguish between less important and important information.<br>Recognizes errors.<br>Corrects errors. | ---------- | Recognizes some errors.<br>Correct errors. |
| **Memory Strategies** | Uses background knowledge.<br>Makes associations with previous information/knowledge. | Uses background knowledge. | Uses background knowledge.<br>Makes associations with previous information/knowledge. |
| **Compensation Strategies** | ---------- | Word translation. | Word translation. |
| **Social Strategies** | ---------- | Clarifying | ---------- |
| **Textual Strategies** | Awareness of rhetorical pattern features.<br>Uses dialogue when story reading.<br>Uses intonation and emotional reaction to text. | ---------- | ---------- |
| **Other Features of Child's Reading** | Story-Like Verbatim Reading.<br>More animated when reading.<br>Tense usage varies (present, present progressive, past) | Present tense.<br>Labeling of objects and commenting.<br>Using gestures.<br>More adverbs (here/there) | Present tense.<br>Using gestures |

The above information clearly illustrates that all three children were using strategies while engaging in the storytelling/reading task. Preschool-aged children therefore do demonstrate the use of strategies as they engage in pre-emergent storybook reading. It is also apparent that as they get older, they tend to use a wider range of strategies and use them more frequently and effectively than younger children. Furthermore, the proposed classification scheme for the most part was useful in characterizing each child's reading and does distinguish between children of different ages. In other words, there appears to be a developmental progression as children get older in age as outlined in Table I. However, at the same time, it must be recognized that there are individual differences between children of the same age. Such differences can help parents and teachers to identify areas of reading or pre-emergent reading that children may need to further enhance in terms of literacy development. By engaging in such tasks, parents and teachers can also be provided with diagnostic information about children's reading habits which in turn can better inform the design or implementation of reading activities, both at home and in the classroom.

While there has always been debate over reading research and recommendations that stem from such investigations, there is agreement that reading to preschoolers has positive effects on literacy levels and language development (Teale, 1982). Not only does this activity allow children to develop an interest in reading, but it also builds skills in literacy. Research has shown that being read to at home is positively correlated with level of language development in pre-readers. Moreover early readers (those who learn to read prior to entering school) are read to frequently by older siblings, and children who learn to read early in school also tend to be the same children who have been read to at home. In general, youngsters who are read to, are most often those who are above average in the preceding aspects of language and literacy development (Teale, 1981).

But what steps can parents take to ensure that their children will become successful readers? Certainly, parents and children should engage in reading activities together. Flood (1977) investigated the relationship between parental style and a child's performance on certain pre-reading related tasks and concluded that the reading style which results in most benefits for a child is one in which there is verbal interaction between the parent and child. Recommended activities include warm up questions which prepare the child for reading, verbal interactions during reading which relates story content to past experiences, positive reinforcement, and post-story evaluative questioning. Nunio and Bruner (1978) have found that when a parent and child engage in reading, they typically follow a routinized reciprocal pattern or dialogue in which the child names the decontextualized items represented in the pictures. For example, in the first stage referred to as the "attention-getting"phase, the parent states, "Look at this" which causes the child to focus his or her attention on the picture. This is followed by the "query" stage at which point the parent

usually asks, "What are those?" or something similar. The parent then provides a label for the picture in the "feedback-label" phase - "Yes, they are rabbits." Lastly, in the "feedback" phase, the label is confirmed by the parent, "Yes, rabbits." Engaging in these types of pre-reading activities can provide insight into what the child is doing and thinking in a reading event, and such an activity also serves as a precursor to later reading. Heath (1983) who conducted a longitudinal ethnographic research study investigating the literacy patterns of various children found that by age 3, a child can listen to stories and can comprehend and answer questions related to such stories. She also found that when parents and children engage in interactive reading, those children whose parents made links to the child's everyday life experiences, and those who were read to more frequently were better able to talk about what they knew and could express themselves in a more dyadic manner. While such studies are a few of many, they do illustrate some of the methods that have been found to be successful with preschool readers.

In addition to the above, it is important that children learn how to make use of various strategies when reading in order to make sense of texts. For example, parents can work on specific reading skills as outlined in the STSB chart. A parent might point to the front cover of a book and ask the child what he or she thinks the story will be about. If the child's response is feasible based on the illustrations, then the child is using context clues. If not, the parent can continue to probe or ask questions to determine the thought processes of the child. The parent can read to the child and ask them to predict what will happen next or at various points in the story. This provides practice in cognitive strategies such as anticipating and predicting skills. The parent can point to various items and objects, name them, and then ask the child to repeat the name of the item. In addition, the parent can also vary their own expression and intonation when reading and when a mistake is made, it is helpful for the parent to correct such mistakes explicitly so the child is aware of monitoring strategies. If cognates appear in the text, the parent can ask the child if it sounds like a word the child is familiar with. The parent can also encourage the child to ask questions about the story, to express their feelings about the story, and should also identify specific patterns. For example, if a phrase is repeated, the parent can point that out to the child thereby making them more aware of rhetorical patterns. Goodman's (1996) miscue analysis procedure can also be employed with word books or wordless picture books as well which can provide detailed information about the kinds of strategies a child is, or is not using. And lastly, children should also be exposed to a variety of text genres to become familiar with different kinds of formats and material they will eventually be exposed to. While these are just a few examples, they do demonstrate how skills and strategies can begin to be developed at a very early age.

Certainly at this point in time, more information about the nature of pre-emergent reading and strategy use is needed. However, it is important to keep in mind that parental involvement and increased

reading and exposure to reading materials do have positive effects on children's literacy and language development. By getting to "know" our young readers, we as educators and parents can better assist our children in becoming successful, confident readers who are aware of how to make sense of texts and who know how and when to use strategies in order to facilitate their reading. In essence, the teaching of reading should begin early on; if we as educators rise to the challenge, our children will, without a doubt, follow.

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